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ABSTRACT

Adult Education Linkage Services undertook a project for the Bureau of Adult Basic and Literacy Education (ABLE) to identify characteristics of programs and services available to adult learners who attend ABLE-funded programs in Pennsylvania. Results of a survey of 249 ABLE-funded programs identified 33 programs serving one or more of 6 special needs populations: drug and alcohol rehabilitation, hearing impaired or deaf, mentally ill, mentally retarded, physically handicapped, and visually impaired or blind. A second survey administered to the 33 programs obtained information to assist ABLE in developing activities that would result in performance standards appropriate to the unique target populations. Information was collated for each program in the following areas: target populations in six areas of disability; ratios of total adult populations to target populations; procedures and techniques used by programs to identify members of target populations; percentage of target populations the program works with to maintain students' present educational basic skills rather than improve these skills; unique accommodations made for adult learners in special target populations; and equipment and/or materials used with the special target populations. Findings indicated a wide variance among the 33 programs as to program characteristics, instructional programs, and other techniques used by the programs. (Survey data and forms are appended.) (YLB)

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FINAL REPORT

SPECIAL NEEDS SURVEY

ED 427 235

Project # 99-8001

1997-1998

ADMINISTERED BY

ADULT EDUCATION LINKAGE SERVICES

David W. Fluke, Project Director

Box 214, Troy, PA 16947

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A. Title Page

SPECIAL NEEDS SURVEY

Administered by Adult Education Linkage Services

Box 214, Troy, PA 16947

Project Director: David W. Fluke

(717) 596-3474

1997-98

Contract #: 99-8001

Note: This survey project was administered under the contract funding "What's the Buzz?"--Pennsylvania's Adult Basic and Literacy Education Professional Development Newsletter as a supplement to that contract.

Disclaimer: The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

ABSTRACT PAGE

Supplement Project to Contract #99-8001

Grant Recipient: *Adult Education Linkage Services*
Box 214, Troy, PA 16947
(717) 596-3474

Program Name: *Special Needs Survey*

Grant Allocation: *This project was administered as a supplemental project with the grant allocation being part of project #99-8001. As such, there was no specific, separate grant allocation.*

Project Period: *July 1, 1997 to June 30, 1998.*

Project Director: *David W. Fluke*

Project Purpose: *To identify various characteristics of programs and services available to adult learners who attend Adult Basic and Literacy Education funded programs In Pennsylvania.*

Project Outcomes: *33 programs were identified as serving one or more of six special needs populations. Information was collated for each of the programs in the areas of:*

Target populations in six areas of disability.
Ratios of total adult populations to target population populations.
Procedures and techniques used by programs to identify members of target populations.
Percentage of target populations the program works with to maintain students' present educational basic skills rather than improve these skills.
Unique accommodations made for adult learners in Special Target Populations.
Equipment and/or Materials used with the Special Target Populations.

Impact: *Because the information achieved in the surveys is still being studied, no significant impact can be reported at this time. However, the information gained by the project shows sufficient promise to continue the project.*

Product or Training Developed: *Two survey instruments were developed to meet the unique needs of this project. The first instrument was administered to each of the 249 ABLE funded programs in Pennsylvania. On the basis of the information from that survey, 33 programs with Special Needs Populations were selected for Survey # 2.*

Products Available From: *The final report of this project, including samples of both surveys and information about the results, are available from either of the Pennsylvania State Adult Literacy Resource Centers.*

Project Continuation and/or Future Implications: *Another contract has been let for the 1998-99 year to use the information from the 1997-98 year to inquire into how the characteristics of Special Needs Populations and the program characteristics of programs serving these populations relate to accommodations in Performance Standards administered by the Bureau of Adult Basic and Literacy Education.*

Conclusions/Recommendations:

1. There is a wide variance among the 33 programs serving Special Populations as to program characteristics, instructional programs, and other techniques used by the programs.

2. Close study should be given to the needs of each program to establish how present policies and services can be equated with Performance Standards.

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REPORT ON SPECIAL NEEDS SURVEY ADMINISTERED BY ADULT EDUCATION LINKAGE SERVICES

Dave Fluke, Project Director

This is a report of a project undertaken by Adult Education Linkage Services on behalf of the Bureau of Adult Basic and Literacy Education as a first step to identifying various characteristics of programs and services available to adult learners with special needs.

The project was administered to develop information relating to ABLE funded programs in Pennsylvania which serve adult populations with Special Needs. The problem addressed by the project was the need for this information as it relates to the Performance Standards adopted by the Bureau as those standards relate to Special Needs Populations.

The project was developed when an apparent need arose on behalf of programs serving special populations for accommodations of Performance

Standards which more accurately reflect the characteristics of special needs populations than the ABLE Bureau Performance Standards.

The Project, including the two survey instruments used, was developed and implemented by David W. Fluke, Project Director for Adult Education Linkage Services, a non-profit, community-based organization which provides technical support to adult basic and literacy education programs.

AUDIENCE

Although the project's information and conclusions are primarily intended for use by the staff of the Bureau of Adult Basic and Literacy Education, we are finding a great deal of interest from special needs programs interested in sharing/comparing information from the project. One group of special needs programs in the Philadelphia area has formed a coalition of programs to address subjects dealt with in the surveys. It is our intent to make the results of the project available to the 33 programs involved in Phase II.

Dissemination: Copies of this final report including copies of the survey instruments, data from the Phase II survey, and other information pertaining to the survey are available from:

The Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, 12th floor, 333 Market Street, Harrisburg, PA 17126-0333.

AdvancE, Pennsylvania State Adult Basic and Literacy Education Resource Center, Pennsylvania Department of Education Resource Center, 11th floor, 333 Market Street, Harrisburg, PA 17126-0333.

The Western Pennsylvania Adult Basic and Literacy Education Resource Center, 5347 William Flynn Highway, Rt. 8, Gibsonia, PA 15044-9644.

GOALS AND OBJECTIVES:

1. To administer a survey to all programs in Pennsylvania funded through the Bureau of Adult Basic and Literacy Education to determine which programs provide services to adult learners with special needs in the areas of : ***Drug and alcohol rehabilitation***

Hearing Impaired/Deaf

Mentally Ill

Mentally Retarded

Physically Handicapped

Visually Impaired/Blind

2. To administer a second survey to those programs identified as serving special populations.

3. To tabulate and analyze information received in Survey #2 as that information relates to appropriate accommodations of Performance Standards presently administered by the ABLE Bureau to all programs.

Initial Survey:

In October 1997, a one-page survey form with a cover letter was sent to Adult Basic and Literacy Education program directors in the 253 programs identified in "The Provider Directory" for 1996-97.

As of November 15, 1997, approximately 55% of the directors had responded. Non-respondents were contacted, when possible, by telephone and additional survey forms were mailed or FAXed to directors as appropriate.

By December 12 , 64% of the surveys had been returned (161 out of 253).

Eventually all (100%) of the directors or their designees have responded either by returning the completed survey forms or providing the required information by telephone for a total response of 249 programs. Survey recipients were asked : "Does your program serve a specific **target population** which requires **unique** accommodations or have **unique** program goals related to the target population?"

The following programs were exempted from the survey for the reasons noted:

> "Flow-through" programs; i.e. do not offer instruction directly:

Capital AIU #15/Cumberland County

Westmoreland County Housing Authority

> Programs have been eliminated since the directory was printed:

Chester Housing Authority

Dauphin County Housing Authority

Of the programs responding, 151 indicated they do not provide unique accommodations or program goals to special needs target populations as defined by the survey.

98 programs indicated they provide unique accommodations or program goals to special needs target populations. However, only 33 of these programs provide these services to special needs target populations as defined by the survey.

Significant numbers of programs from the following categories indicated they provide unique services to special needs target populations. However, the survey does not recognize the populations they serve and/or the accommodations reported as appropriate to the survey:

CORRECTIONS EDUCATION:

Twenty-five of the programs receiving the survey were based in state or county correctional settings. On the basis of information provided by programs, it was decided correction programs did not provide instructional services to populations appropriate to the survey.

ESL PROGRAMS

Eight of the English as a Second Language programs responded "YES" to the initial question. All based their responses on the nature of the ESL population as being a "special needs population": transitional ESL; Chinese, Latino, etc. populations; linguistic needs, etc.

LITERACY COUNCILS

Twelve Literacy Council programs responded with a "YES" to the initial question. The descriptions of their unique target populations ranged from "educationally disadvantaged" to "Hispanics" to "learning disabilities" etc. Four Literacy programs identified a unique target population of the type to be identified in the survey. They are included in the listing of programs serving special needs populations.

LEARNING DISABILITIES

A significant number of programs responded "YES" to the initial question and gave the unique target population characteristic of Learning Disabled. Learning Disabilities are not considered in the special needs populations appropriate to the survey and these programs are not included in the listing of programs serving special needs populations

OTHER 'YES' RESPONSES

Twenty-two other programs responded "YES" to the initial question, but did not identify target populations identified as within the scope of the survey. Typical responses from this group were: "educationally disadvantaged;" "family literacy;" "displaced homemakers;" low socio-economic level:" etc. All programs indicating "YES" to the question in the first survey which did not serve adults in one of the six special populations were eliminated from the Phase II survey which was administered to 33 programs serving special needs populations in the categories listed.

SPECIAL NEEDS TARGET POPULATIONS

Thirty-three programs described target populations which require unique accommodations or program goals and **might** qualify under the categories defined by the survey as "unique." Some programs identified more than one target population or noted they serve populations with multiple handicaps in the following categories:

Drug and Alcohol Rehabilitation: 8 programs

Hearing Impaired/Deaf: 3

Mentally Ill: 11

Mentally Retarded: 14

Physically Handicapped: 12

Visually Impaired/Blind: 3

PROGRAMS IDENTIFIED BY THE SURVEY AS HAVING SPECIAL NEEDS TARGET POPULATIONS: [Names of programs are those listed in the 1996-1997 *Provider Directory.*]

Alle-Kiski Literacy Council, New Kensington--**Visually Impaired, Physically Handicapped**

Blair County Literacy Council (Altoona Public Library)--**Mentally Retarded, Drug and Alcohol Rehabilitation, Mentally Ill.**

Butler County Community College, Adult Literacy Program,Butler--**Mentally Retarded.**

Center on Deafness, Western Pennsylvania School for the Deaf, Pittsburgh--**Deafness, Mental Health, Developmental Delayed, Physical Disabilities, Visual Problems.**

Center for Literacy, Inc., Philadelphia--**Drug Rehabilitation and Mentally Ill**

Crawford Central School District, Meadville--**Mentally Retarded**

Cumberland Valley School District, Mechanicsburg--**Physically Disabled**

Dr. Getrude A. Barber Center, Erie--**Mentally Retarded**

Elwyn, Inc., Elwyn--**Mentally Retarded**

Erie School District, Erie Adult Learning Center--**Hearing Impaired, Physically Handicapped, Drug and Alcohol Rehabilitation, Mentally Retarded.**

Genesis II (Caton Village), Philadelphia--**Drug and Alcohol Rehabilitation**

Greater Pittsburgh Literacy Council, Western Pennsylvania Psychiatric Institute and Clinic, Pittsburgh--**Mentally Ill**

Harrisburg School District--**Mentally Retarded**

Harrisburg State Hospital--**Mentally Ill**

Hiram G. Andrews Center, Johnstown--**Physically and Mentally Handicapped**

Horizon House Rehabilitation Services, Inc., Philadelphia--**Drug and Alcohol Rehabilitation, Mentally Ill, Developmentally Disabled**.

Inglis House, A Wheelchair Community, Philadelphia--**Physically Handicapped**

Interim House, Inc., Philadelphia--**Drug and Alcohol Rehabilitation**

Lehigh Carbon Community College--**Drug and Alcohol Rehabilitation**

Library for the Blind and Physically Handicapped (Mayor's Commission for Literacy), Philadelphia--**Visually Impaired, Blind, and Physically Disabled.**

Montgomery County OIC, Norristown--**Mentally and Physically Handicapped**

Northeast Educational Intermediate Unit #19, Archbald--**Physically Handicapped**

Northampton County Community College, Bethlehem--**Physically Handicapped**

Northwestern Human Services of Philadelphia (Learning Connection)--**Mentally Ill**

Pennsylvania School for the Deaf, Philadelphia--**Deaf**

Pottstown YWCA Adult Literacy Center--**Mentally Retarded**

Programs for Employing People, Philadelphia--**Mentally Retarded and Physically Handicapped**

Progressive Workshop of Armstrong County, Kittanning--**Mentally Retarded and Physically Handicapped**

Renaissance Center, Inc., Pittsburgh--**Mentally Ill**

Stairways, Inc., Erie--**Mentally Ill**

Therapeutic Center at Fox Chase--The Bridge, Philadelphia--**Drug and Alcohol Rehabilitation**

Threshold Rehabilitation Services, Inc., Reading--**Mentally Retarded and Mentally Ill**

Volunteers of America of Central Pennsylvania, Inc., Harrisburg--**Mentally Retarded and Mentally Ill**

Programs with Special Needs Populations Listed by Population

17 of the 33 programs included in the Phase II survey reported serving more than one special needs population. In these cases the program will appear under each of the populations served.

The following is a listing of special populations and the number of programs indicating they served the special populations:

Drug and Alcohol Rehabilitation: 8 programs.

Hearing Impaired/Deaf: 3 programs.

Mentally Ill: 11 programs.

Mentally Retarded: 13 programs

Physically Handicapped: 12 programs

Visually Impaired/Blind: 3 programs

Programs indicating serving special populations (by special population):

Drug and Alcohol Rehabilitation:

>Blair County Literacy Council; Altoona Public Library. Basic literacy skills.

>Center for Literacy, Inc., Philadelphia. Overall rehabilitation of addicted adults, including basic skills instruction.

>Erie Adult Learning Center; full-time adult learning center.

>Genesis II, Philadelphia. Basic reading and writing skills to support recovery. No unique mission or goals.

>Horizon House Rehabilitation Services, Inc., Philadelphia. Students undergoing formal treatment are given basic skills instruction.

>Interim House, Inc., Philadelphia. 25-30 recoverers.

>Lehigh-Carbon Community College. Upgrade basic skills. No unique mission or goals.

>Therapeutic Center at Fox Chase--The Bridge (Philadelphia). Adolescents 14-18 years of age. No unique mission or goals.

Hearing Impaired/Deaf

> Erie School District (Erie Adult Learning Center). American Sign Language and individualized instruction.

> Pennsylvania School for the Deaf (Philadelphia). American Sign Language.

> Western Pennsylvania School for the Deaf /Center on Deafness(Pittsburgh). American Sign Language.

Mentally Ill Note: Although each of these programs identifies "Mental Illness" as a unique characteristic, all note they use the same basic instructional techniques as for other populations, except for more emphasis upon life skills and individualized instruction.

> Blair County Literacy Council; Altoona Public Library. Basic literacy instruction.

> Center for Deafness, Western Pennsylvania School for the Deaf, Pittsburgh.

> Center for Literacy, Inc. (Philadelphia)

> Greater Pittsburgh Literacy Council. Serves clients at the Western Psychiatric Institute and Clinic in Pittsburgh.

> Harrisburg State Hospital

> Horizon House Rehabilitation Services, Inc. (Philadelphia)

> Northwestern Human Services Learning Connection (Philadelphia)

> Renaissance Center (Pittsburgh)

> Stairways, Inc. (Erie)

> Threshold Rehabilitation Services (Reading)

> Volunteers of America of Central Pennsylvania, Inc. (Harrisburg)

Mentally Retarded Note: Each of the programs identifying mental retardation as a characteristic of a unique target population state they use basically the same instructional techniques and program goals as for regular populations.

> Blair County Literacy Council (Altoona Public Library)

> Butler County Community College Literacy Program (Butler)

> Crawford Central School District (Meadville)

> Dr. Gertrude A. Barber Center (Erie)

> Elwyn, Inc. (Elwyn)

> Erie Adult Learning Center

> Harrisburg School District

> Pottstown YWCA Adult Literacy Center

> Programs for Employing People (Philadelphia)

> Progressive Workshop of Armstrong County (Kittanning)

> Threshold Rehabilitation Services, Inc. (Reading)

> Volunteers of America of Central Pennsylvania, Inc. (Harrisburg)

Physically Handicapped

> Alle-Kiski Learning Center, Inc. (New Kensington). One wheelchair-bound adult student with limited mobility in hands and arms. Instructional hours, facilities, equipment, and instructional materials are unique to the needs of these students.

> Center on Deafness, Western Pennsylvania School for the Deaf (Pittsburgh)

> Cumberland Valley School District (Mechanicsburg)

> Erie Adult Learning Center . Wheelchair-bound: Unable to hold pen or pencil; use computer assisted instruction; individualized instruction.

> Hiram G. Andrews Center (Johnstown). A comprehensive rehabilitation facility. Target population has "severe disabilities.

> Inglis House (Philadelphia). A wheelchair community. All adult students are severely disabled.

> Library for the Blind and Physically Handicapped (Mayor's Commission on Literacy, Philadelphia)

> Montgomery County OIC (Norristown) Serves Norristown State Hospital.

> Northeast Educational Intermediate Unit #19 (Archbald) Serve a hospital population. Instructors go to the client.

> Northampton County Community College (Bethlehem) 30 adult learners a year with physical handicaps.

> Programs for Employing People (Philadelphia) Individualized instruction.

> Progressive Workshop of Armstrong County (Kittanning) Vocational rehabilitation and community placement.

Visually Impaired

> Alle-Kiski Literacy Council (New Kensington)

> Center on Deafness; Western Pennsylvania School for the Deaf (Pittsburgh)

> Library for the Blind and Physically Handicapped (Philadelphia)

PHASE II SURVEY:

At a meeting on January 13, 1998 with Cheryl Keenan, Director of the Bureau of Adult Basic and Literacy Education, the results of the Initial Survey were reviewed. Also present at the meeting were David Fluke, project director for Adult Education Linkage Services which is administering the survey project, Ella Morin, Chief of the ABLE Bureau, Special Programs and Projects Section, Sonny Sloan, Chief of the ABLE Bureau Regional Programs Section, and William Murphy, ABLE Bureau Chief of Research and Evaluation.

The decision was made to administer an additional survey of those 33 programs which provided information on the initial survey which supported the possibility of these programs serving a target population or target populations which require unique accommodations or have unique program goals related to the target population(s).

The purpose of the second survey was to receive information from these programs which would assist the Bureau in developing activities which would result in the development of Performance Standards appropriate to the unique target populations.

The 33 programs identified by the project as serving special needs populations were administered a second survey which asked for the following:

> Target populations served.

> Total number of adult learners served in a year and the number of adults from the target population (s) served in a year.

> How does the program identify adult learners who are included in the Special Target Populations?

> Did the program receive any professional and/or medical diagnoses for these individuals?

> For what percentage of the target population did the program receive professional and/or medical diagnoses?

> Approximately what percentage of the target population does the program work with to maintain their present educational skills rather than improve skills?

> What UNIQUE ACCOMMODATIONS does the program make for adult learners in the target populations in the area of instruction?

> What UNIQUE ACCOMMODATIONS does the program make for adult learners in the target populations in terms of equipment and/or materials?

> What Learning Goals has the program established to use with the target populations which is unique to the target population?

> For what percentage of the target population should the ABLE Bureau Performance Standards be modified?

In addition, respondents were given the opportunity to comment about the questions and answers and were invited to attach supplemental information they felt might be relevant to the survey.

Objectives:

The first two of this project's objectives were to administer surveys. Survey #1 was administered to 249 funded ABLE programs in Pennsylvania and provided sufficient information to determine which programs serve special needs populations as defined by the survey. 100% of programs responded to Survey #1.

Survey #2 was a lengthier instrument administered to the 33 programs identified as providing services to special needs populations. It is the information from Survey #2 that is analyzed in this report. 100% of the 33 programs responded to Survey #2.

This report is the result of Objective #3 which

had as its intent a tabulation and analysis of information from Survey #2 as that information relates to accommodation of Performance Standards as they apply to special needs population programs. The project has met all three objectives. The only negative result from the project is the lack of information from some programs, especially insofar as instruction, identification of persons included in the target population, and learning goals for the target population are concerned. It is the determination of the project this information was not available in most cases because programs have never developed assessment and instructional plans with learning goals which are unique to some of their special needs populations.

EVALUATION: An evaluation form is included as an addendum to this report and we encourage anyone reading the report to complete the evaluation and

mail it to: Ella Morin, Chief, Special Programs and Projects, ABLE Bureau, 12th floor, 333 Market Street, Harrisburg, PA 17126-0333.

The only evaluation information we can offer at this point is based on positive comments from members of the ABLE Bureau staff upon a review of the information from the first survey.

ANALYSIS OF INFORMATION

"Special Needs" is a term not understood by a number of programs. In the case of this project we defined "Special Needs" as a specific target population which requires unique accommodations or has unique program goals related to the target population.

98 programs, in responding to Survey #1, identified a population which they felt met this criteria. In establishing parameters for identification of special needs, however, the project identified only 33 programs as meeting the criteria.

A number of programs surveyed in Survey #1, including many of the 33 identified programs, noted they basically used the same mission and/or program goals with their special needs populations as with other adults in their program. This results in some programs working with special needs adults in a framework of instructional services developed for other populations rather than developing unique program goals and instructional programs using characteristics of special needs adults being served.

Distribution by Special Population:

- Most of the programs serving the 2,442 Special Needs adults included in Survey #2 have substantial numbers of adults in the target populations served.
- Five programs, some with total populations of 100 or more adults, have 10 or less persons in their target populations.

- Seventeen of the 33 programs serving special needs adults note these target groups account for 100% of their students.

MEDICAL/PROFESSIONAL DIAGNOSES

- The use of medical and/or professional diagnoses to assign adults into the special needs groups varies widely. **9** programs indicate they have diagnoses for none of the adults included in their target populations. **8** programs have diagnoses for all of the adults in these groups. **11** programs report having diagnoses for between 76% and 99%. In many cases diagnosis and identification is completed by a referral agency prior to the adult entering the special populations.

MAINTAIN SKILLS/IMPROVE SKILLS

- **12** programs report 50% or more of their target population require maintenance of educational

basic skills rather than improvement of skills.

- **ACCOMMODATION OF PERFORMANCE STANDARDS**
  - **4 programs do not feel any accommodation is necessary.**
  - **12 programs request accommodation for all of their students.**
  - **13 of the remaining 17 programs feel they require accommodation of more than 50% of their special needs adults.**

INSTRUCTIONAL ACCOMMODATIONS

The most commonly used instructional accommodation is increased time for tasks. In some target populations with significant handicaps (deaf, blind), instruction and curricular materials appropriate to the population are used. In many cases, however, there is little or no instructional accommodation with the exceptions encountered with

individualized instruction. There was little consensus as to particular instructional accommodations or equipment and materials used specifically with the target populations.

UNIQUE LEARNING GOALS

There is a strong propensity for special needs programs to develop learning goals based upon the needs of adults in the target population. In addition to learning goals expected in an adult education setting, there is a greater emphasis upon life skills, self-development, and vocational skills. In many cases these learning goals are "unique" to a special needs population only because the learning goals applied to other adult students are somewhat modified.

RECOMMENDATIONS

I. A workgroup of representatives of programs dealing with special populations and members of the ABLE Bureau should meet to develop a definition of "Special Needs Target Populations." There are a number of programs which feel they deal with "Special Needs" adults that are excluded from this report due to the type of "Special Needs Populations" with whom they work.

II. Regional advisers should analyze carefully the instructional and support services provided special populations by local programs and provide technical support to improve the quality of these services.

III. Staff development activities should be developed and offered to programs with the activities centering around the establishment of program goals, instructional goals, learning goals,

and input assessment as they relate to special needs populations.

IV. Special Needs program personnel including teachers and counselors as well as administrators should be encouraged to form groups which enable them to share ideas and experiences.

It should be noted the ABLE Bureau has entered into a contract with Adult Education Linkage Services for a project in 1998-99 to develop, in concert with personnel of the 33 identified programs, possible accommodations for recommendation to the ABLE Bureau to consider when developing Performance Standards for the Special Needs Populations.

DATA

TOTAL NUMBER OF ADULT STUDENTS IN SPECIAL POPULATIONS: 2,442

DISTRIBUTION OF SPECIAL POPULATIONS

[Percentage of Special Populations compared to total adult learner populations in 33 programs]

0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
8 *programs*	**2** *programs*	**0** *programs*	**1** *program*	**1** *program*	**1** *program*	**0** *programs*	**1** *program*	**0** *program*	**19** *program*

UNIQUE ACCOMMODATIONS BY SPECIAL POPULATION BY PROGRAM TYPE

[Neither the first nor the second survey requested accommodations by specific special population. Therefore, for 17 programs with multiple special populations, accommodations noted may not apply to all populations]

INSTRUCTIONAL ACCOMMODATIONS USED BY MORE THAN 50% OF THE PROGRAMS:

DRUG AND ALCOHOL REHABILITATION (8 programs)

increased time for tasks
modify instruction
work in groups

HEARING IMPAIRED/DEAF (3 programs)

increased time for tasks
lower student: teacher ratios
sign language
unique instructional techniques

MENTALLY ILL (11 programs)

increased time for tasks

MENTALLY RETARDED (13 programs)

frequent rest periods
increased time for tasks
less reading
less writing
modify instruction
provide visual cues
unique instructional techniques

PHYSICALLY HANDICAPPED (12 programs)

lower student:teacher ratios

VISUALLY IMPAIRED/BLIND (3 programs)

Of the 22 Unique Accommodations listed, not more than one program indicated they used a specific accommodation.

EQUIPMENT AND/OR MATERIALS USED IN WORKING WITH SPECIAL POPULATIONS

30 examples of equipment and/or materials were noted on the survey. In no case was there a pattern of use (consensus) of use.

UNIQUE LEARNING GOALS

(We are noting here each of the "Unique Learning Goals" used by at least one of the 33 programs)

adult learners' changing needs
practical life skills
drug and alcohol recovery enhancement
learning about nutrition
vocational training
work-related vocabulary
basic academic needs
social behaviors
functional skills
adaptive coping skills
maintaining attendance
integration into the community
maximize independence
promote self-empowerment
accommodating disability in a classroom setting
use adaptive equipment to improve learning skills
learning American Sign Language
learning deaf history and deaf culture subjects
behavioral skills

COMMENTS NOTED ON PHASE II SURVEYS:

"Our program has not outlined instructional goals--help please! (Pottstown YWCA Adult Literacy Center)

"The students make about the same gains as the other students. There is no need to modify the standards for them."

"They are mainstreamed with the rest of the student population--not unique."

"The primary purpose of our drug and alcohol population at Keenan House is recovery from their addiction. Education, although very important to the students is a secondary goal. It is not only difficult, but it is unfair, to compare this population to the norm."

"Learning goals for Education Program (special needs) students have been the traditional ones which would be expected of any student population."

"It has been the Horizon House Education Program experience that behavioral issues among its students in special populations are often the factors that truly determine students' success (or the lack of it) rather than the Program's special accommodations. One hundred forty three students have engaged in official GED testing after receiving instruction the Program's GED class, but only 45 (31.4%) of these same students have completed the Program and earned their GED's."

"The cognitive impairment from which our students suffer are at times debilitating. ABLE Performance Standards are unrealistic and inappropriate for this population."

"We really need assessments or several different types of assessments that would better suit our particular populations."

"Because of the time it may take some of our students to show progress on standardized tests, these standards are not always able to accurately reflect the achievements of our population. These students can and do progress, but at a much slower pace and they also need to constantly reinforce previously learned material or they will lose it."

"Some of the performance standards would not need to be modified, such as the enrollment and retention standards. The academic achievement as measured by standardized tests is more of a concern for the Deaf adults in our program."

"We work with people whose needs and requirements fall way outside the norm. It is impossible to determine standards that apply to ***all*** *the residents in our facility alone, let alone on a state-wide basis. I would hope that whatever route the state (ABLE) takes, it always keep this fact in mind. Please allow for input from those of us who work with these populations, rather than creating 'norms' which are either unrealistic or unattainable. Perhaps there should be a branch of ABLE which only works with institutions who fall under the six categories listed on your cover letter. Thanks for lending an ear!"*

"It is difficult in some instances to get a post-test on a student if they are discharged from the institution before the assessment can be conducted. It also may be difficult to have fifty hours on every student if they are discharged before attaining fifty hours. Our program may still make a very positive impact even though they have not attended class for fifty hours.

"This survey is not taking into account the great number of Adult students with some sort of Learning Disability. Shouldn't these students also be included in the 'Special Populations" group? Certainly their progress is slower and they are more likely to separate before reaching their goal"

"Perhaps a more equitable method (of changing the standards) would be to make this group exempt from the Performance Standards altogether. However, this may act to turn a 'loop hole' into a 'floodgate' as programs attempt to explain away their deficiencies in terms of 'substandard students.
Let the standards remain in place for ***all*** *programs as a number to strive to reach. An analysis of the student data base can easily pinpoint the problem if the special population scores are bringing down the over-all statistics. If this would be true, it should be noted for the Bureau's consideration.*
We are confident that the Bureau, under Ms. Keenan would never act in a punitive nature if we are earnestly doing our job. We trust the Bureau to view our program not as a statistic but as an entity with strengths and weaknesses. Working together we can effectively improve the lives of all our students."

"Would be most interested in meeting with other agencies who serve a like population to exchange ideas. The most challenging issues to deal with are the widely varying functional IQ and literacy levels, dealing with limited attention spans and keeping the interest level high for students and teachers when progress is slow."

"The needs of individuals within a special population group are extremely diverse. Although there is no doubt in our minds that performance standards must be modified for this group, it will be challenging to determine how this can best be done."

"We can adapt our program to meet the needs of any learner."

"Students in this population are striving to maintain abilities. Testing these students often causes unnecessary anxiety and low self-esteem. It is possible to informally assess these students and still serve them effectively. Standardized testing should not be mandatory for the mentally disabled population."

"Thank you for recognizing the special needs of MH/MR/
D&A students. We feel education enhances our populations' lives, recovery and overall life situation."

"Expected gains in standardized testing are lower for this population. For developmentally delayed students, teacher-made tests and goal sheets are used."

"In general, this population is not capable of making the yearly grade level progress that is desired according to traditional PDE guidelines. However, many are capable of improving upon many life skills goals."

DATA FROM SURVEY #2 BY PROGRAM

PHASE II SPECIAL POPUL[redacted] SURVEY

A PROGRAM	B DIRECTOR	C COMPLETED SURVEY	D SPECIAL POPULATIONS	E TOTAL IN PROG.	F NUMBER IN SPECIAL POP.	G % WITH MED/PROF DIAGNOSES	H MAINTAIN SKILLS	I REQUEST ACCOMMODATION!
Alle-Kiski Lit. Council	Mary Jendrey	Mary Jendrey	Physically Handicapped,Visually Impaired	350	5	LESS THAN 20%	0-20%	51-75%
Altoona Area Public Library/Blair Co. Literacy Council	Carole Holes	Carole Holes	Drug & Alcohol Rehabilitation, Mentally Retarded, Mentally Ill	100-200	44	21-50%	0-20%	51-75%
Butler Co. Community College Adult Literacy	Ana Kladny	Ann Kladny	Mentally Retarded	265	15	0%	75-100%	100%
Center on Deafness W PA School for the Deaf	Kelly Hahn	Kelly Hahn	Deafness, Mental Health, Developmental Delayed, Physical Disabilities, Visual Problems	70	70	0%	0-20%	100%
Center for Literacy, Inc. Mental Health Program	JoAnn Weinberger	Julie Odell	Drug and Alcohol Rehabilitation, Mentally Ill	120	120	0%	51-75%	100%
Crawford Co. Central School District	David Bowser Jr	Claire Smith	Mentally Retarded	75	30	0%	21-50%	76-99%
Cumberland Valley School District	Sam Gruber	Sam Gruber	Physically Disabled	184	4	100%	0-20%	0%
Dr. Gertrude A Barber Center	Joy Zamerowski	Joy Zamerowksi	Mentally Retarded	180	175+	76-99%	21-50%	100%
Elwyn, Inc.	Ellen Thomas	Ellen Thomas	Mentally Retarded	325	325	76-99%	75-100%	76-99%
Erie Adult Learning Center	Dan Tempestini	Joseph Mando	Hearing Impaired, Physically Handicapped, Drug and Alcohol Rehabilitation, Mentally Ill Mentally Retarded	1,000	150	LESS THAN 20%	0-20%	0%
Genesis II Second Beginnings	Dr. Agnes Albany	Dr. Agnes Albany	Drug and Alcohol Rehabilitation, Mentally Ill	75-100	75-100	76-99%	0-20%	100%
Greater Pgh. Literacy Council/ Western Psychiatric Institute & Clinic	Donald Block	Cecilia Stack	Mentally Ill	60	60	100%	0-20%	21-50%
Harrisburg School District	Carolyn Henry	Carolyn Henry	Mentally Retarded	100	30	0%	51-75%	76-99%
Harrisburg State Hospital	Joan Leopold	Joan Leopold	Mentally Ill	170	170	100%	51-75%	76-99%
Hiram G. Andrews Center	Jack Demuth	Lisa Walsh	Physically and Mentally Handicapped	180	180	76-99%	0-20%	76-99%
Horizon House	Jerome Howard	Jerome Howard	Drug and Alcohol Rehabilitation, Mentally Ill, Developmentally Disabled	125	125	0%	0-20%	100%
Inglis House	John McClafferty	John McClafferty	Physically Handicapped	105	75	100%	51-75%	100%
Interim House	Kathy Wellbank	Kathryn Wellbank	Drug and Alcohol Rehabilitation, Mentally Ill,	25	25	76-99%	0-20%	100%
Lehigh Carbon Community College	Lauren	Carolyn DiGiacomo	Drug and Alcohol Rehabilitation, Mentally Ill,	1,200	50	0%	0-20%	100%
Mayor's Commission on Literacy/Library for the Blind and Handicapped	Jill Gross	Jill Gross	Physically Disabled, Visually Impaired, Blind	70	70	76-99%	0-20%	100%
Montgomery Co. OIC	Denise Ashe	Sheila Saylor	Physically and Mentally Handicapped	35	3	76-99%	0-20%	0%
NE IU #19	Ronald Wicha	Dr. L.D. Gehres	Physically Handicapped	50	2-4	100%	0-20%	51-75%
Northampton Co. Community College	Manuel Gonzalez	Dr. Gonzalez	Physically Handicapped	1,500	10-20	0%	not available	0%
NW Human Services Learning Connection	Michael Carr	Michael Carr	Mentally Ill	50	50	76-99%	0-20%	100%

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PHASE II SPECIAL POPULA[illegible]SURVEY

PROGRAM								
Pennsylvania School for the Deaf	Gail Bober	Gail Bober	Deaf	35	35	35	0-20%	not sure
Pottstown YWCA Adult Lit. Center	Hilary Zackroff	Hilary Zackoff	Mentally Retarded	120	10-15	21-50%	51-75%	76-99%
Programs for Employing People	Antoine	Antoine Terrell	Mentally Retarded, Physically Handicapped	24	24	100%	21-50%	51-75%
Progressive Workshop of Armstrong County	Karen Waugaman	Janet Kellner	Mentally Retarded, Physically Handicapped	40-50	40-50	100%	51-75%	51-75%
Renaissance Center	Joseph Velardita	Joseph Velardita	Mentally Ill	65	65	76-99%	0-20%	100%
Stairways, Inc	Lewis Nye	Jim Froehlich	Mentally Ill	200	190	76-99%	51-75%	76-99%
Therapeutic Center at Fox Chase/The Bridge School	Star Weiss	Star Weiss	Drug and Alcohol Rehabilitation, Mentally Ill,	95	95	100%	0-20%	1-20%
Threshold Rehabilitation Services,	Bronwen Evans	Bronwen Evans	Mentally Ill & Mentally Retarded	22	22	76-99%	21-50%	76-99%
Volunteers of America of Central PA	Steven Jones	Steven Jones	Mentally Ill & Mentally Retarded	90	45-50	0%	0-20%	1-20%

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SURVEY # 1

BUREAU OF ADULT BASIC AND LITERACY EDUCATION
SPECIAL POPULATION SURVEY

Agency Name: _____

Person Completing the Survey: _____

1. Does your program serve a specific **target population** which requires **unique** accomodations or have **unique** program goals related to the target population?

_____ NO _____ YES

If you answered "no", do not complete the remainder of this survey . Please return it in the enclosed envelope.

If you answered "yes", please complete the remainder of the survey.

2. Identify the special target population.

3. State the **unique** mission or program goal(s) for the population you indicated.

4. Describe how your instructional program is **different** or **unique from** "regular" adult basic education instructional programs.

SURVEY # 2

Name of Program: _____

Person completing this survey: _____

Special Populations PHASE II SURVEY (Three pages)

On the basis of the information which you provided the Bureau in the earlier Special Population Survey, we are requesting additional, more specific information concerning the target population(s) in your Adult Basic and Literacy Education program which you indicated require *UNIQUE* ACCOMMODATIONS and/or *UNIQUE* PROGRAM GOALS related to the target population(s).

The target population (s) which you identified were adult learners who have the following disabilities:

_____

I. What is the total number of adult learners that your program serves during a typical program year? _____

II. How many adult learners from the Special Target Population(s) does your program serve during a typical program year? _____

III. How do you and your staff identify adult learners who are to be included in this Special Target Population?

IV. Did your program receive any professional and/or medical diagnoses for these individuals? _____ yes _____ no

If you answered "yes," for ***approximately*** what percentage of the target population did your program receive diagnoses?

___ all ___ less than 20% ___ 21-50% ___ 51-75% ___ 76-99%

V. ***Approximately*** what percentage of the Special Target Population with disabilities does your program work with to MAINTAIN their present educational basic skills rather than IMPROVE their skills? ____ 0-20% ____ 21-50% ____ 51-75% ____ 75-100%

VI. What ***UNIQUE ACCOMMODATIONS*** do you make for adults learners in the Special Target Population? (Please check all that apply; put a "?" if you are not sure.

INSTRUCTIONAL:

____ increased time for tasks ____ lower student:teacher ratios ____ mnemonics

____ unique instructional techniques ____ instructional specialists ____ visual cues

____ sign language ____ lip reading ____ relaxation techniques ____ amanuensis(reader)

____ scribe(writer) ____ note taker ____shorter assignments ____ change seating

____ work in groups ____ frequent rest periods ____ less writing ____ less reading ____

____ study skills instruction ____ modify instruction ____ provide visual cues

OTHER INSTRUCTIONAL TECHNIQUES that are ***unique*** to this target population.

EQUIPMENT AND/OR MATERIALS:

____ assistive technology (any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities)
____ augmentative communication device ____ software ____ enlarged print
____ audio cassette tapes ____ math aids ____ graph paper ____ multi-sensory curricula
____ telecommunications ____ computers ____ magnifiers ____ colored acetate overlays
____ colored filters (sunglasses) ____ typoscope ____ keyboard/calculator enhancement
____ braille ____ braille textbooks ____ amplification ____ braille writing devices
____ adaptive handwriting devices ____ computer software
____ stabilization of paper or notebook ____ color/contrast enhancement ____ modified text
____ raised desks or tables ____ speech synthesis using computer ____ earphones
____ study carrels ____ alternative forms of information sharing ____ caption decoder

____Others that you use.(please specify)

LEARNING GOALS: What Learning Goals has your program established to use with this population that are ***UNIQUE*** to this population?

VII. For what percentage of this unique target population do you feel the ABLE Bureau ***Performance Standards*** should be modified?

____ None (0%) ____ All (100%) ____ 1-20% ____ 21-50% ____ 51-75% ____ 76-99%

____ Not sure

COMMENTS:

Please complete this three-page survey and mail it to Box 214, Troy, PA 16947 in the stamped, addressed envelope provided NO LATER THAN APRIL 20, 1998. You may include additional comments on a separate page. Thanks for your help in returning the survey as soon as possible.

ADULT EDUCATION LINKAGE SERVICES

Providing Technical Support to Adult Education Programs

Box 214
Troy, PA 16947
(717) 596-3474
FAX (717) 596-4222

June 30, 1998

WE NEED YOUR HELP...in determining if the information contained in this SPECIAL NEEDS SURVEY meets the objectives in our original project proposal and if the information is or might be of assistance to you and/or programs with special needs adults.

If you will take a few minutes to complete the questions on this form, fold the form, and mail it to the appropriate address, your perceptions of the project may help the ABLE Bureau determine what still needs to be done in this area.

Thanks,

Dave Fluke, Project Director

On a scale from 5 (highest, best, etc.) to 1 does this report:

_____ describe the project activities?

_____ contain information describing results of the surveys?

Using the Final Report as a guide, did the project adequately survey ABLE programs in Pennsylvania?

_____ Survey #1

_____ Survey #2

_____ Adequately identify programs serving special needs populations?

_____ Adequately tabulate and summarize information from the surveys?

_____ Adequately analyze the information from the surveys?

Comments: (if there is not sufficient room, please send another page to the address above.)

fold here----------

Adult Education Linkage Services
Box 214
Troy, PA 16947

fold here----------

please staple or tape the form